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ABSTRACT

This report examines the progress in 1992-93 of the Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) in New York City. In the year under review, Project CAP served a total of 292 students with limited English proficiency who were also limited in their ability to read and write in their native language. Participating students received instruction in English as a second language (ESL); native language arts (NLA); and the content-area subjects of mathematics, science, and social studies. Although the project established a multifaceted parental component, which included ESL classes and educational trips, it found it difficult to stimulate participation. The project met its objectives for ESL, American culture and citizenship, cultural heritage, attitude toward school, career development, dropout prevention, attendance, staff development, and curriculum development. The project only partially met its objectives for Spanish and Haitian NLA, parental involvement, and content-area courses. Recommendations include the need to attempt to increase passing rates in Haitian and Spanish NLA as well as the content-area courses by using techniques such as small-group and individual instruction and peer tutoring, as well as offering more materials to accommodate students' different learning styles. Appendices contain a list of instructional materials, class schedules, and the study's Likert scale measurements. (GLR)

ED 372 167

OER Report

Career Awareness Program for Bilingual
Haitian and Hispanic Students
(Project CAP)
Transitional Bilingual Educational Grant T003A90330
FINAL EVALUATION REPORT
1992-93

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Career Awareness Program for Bilingual
Haitian and Hispanic Students
(Project CAP)
Transitional Bilingual Educational Grant T003A90330
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fourth year of operation at Prospect Heights and George W. Wingate High Schools in Brooklyn. In the year under review, 1992-93, Project CAP served a total of 292 students of limited English proficiency (LEP) who were also limited in their ability to read and write in their native language.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, and social studies. Career development and multicultural education were integral parts of programming.

Teachers of participating students had the opportunity to attend periodic staff development meetings. The project also reimbursed tuition fees for staff members taking courses at the college level.

Project CAP established a multifaceted parental component, which included E.S.L. classes and educational trips, but found it difficult to stimulate participation. The project met the objective for parental involvement at one site only.

Project CAP met its objectives for E.S.L., American culture and citizenship, cultural heritage, attitude toward school, career development, dropout prevention, attendance, staff development, and curriculum development. The project partially met its objectives for Spanish and Haitian N.L.A., parental involvement, and content area courses.

The conclusions, based on the findings of this evaluation, lead to the following recommendations to the project:

- Attempt to increase passing rates in Haitian and Spanish N.L.A. as well as the content area courses by using techniques such as small group and individual instruction and peer tutoring, and offering more materials to accommodate students' different learning styles.

- Stimulate parent participation by offering more activities in the evenings and on weekends, and possibly holding some activities at alternate sites closer to the homes of participants.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). The project was in its fourth year in 1992-93.

PROJECT CONTEXT

The project operated at Prospect Heights and George W. Wingate High Schools in Brooklyn, serving Haitian students at the former and Spanish and Haitian students at the latter.

Constructed in 1924, Prospect Heights High School is located in a working class neighborhood with numerous small businesses in the vicinity. The population of the surrounding community was predominantly African-American. Many of the residents were immigrants (about 70 percent), and there were many low-income families.

The student population at Prospect Heights High School for the year under review was similar in distribution to that of the surrounding community. Of the 2,099 students who registered, 93 percent were African-American, 6 percent were Latino, and 1 percent were European-, Asian-American, and native American. Fifteen percent (318) of the students were of limited English proficiency, and 549 (26 percent) were immigrants from 36 different countries. Many (64 percent) were eligible for the free-lunch program, an indication of low income.

Constructed in 1955, George W. Wingate High School is located in a working-class neighborhood dominated by Kings County Hospital and Downstate Medical Center. The community was primarily African-American, with a small percentage of Latinos, Asian-Americans, and European-Americans.

The student population at George W. Wingate High School was 92 percent African-American, 7 percent Hispanic, and 1 percent European-, Asian-American, and Native American. Of the 2,744 students who registered, 12 percent (329) were of limited English proficiency (LEP), and 29 percent (802) were immigrants from a total of 35 different countries. Low-income students made up 23 percent (625) of the population.

Although Prospect Heights High School was housed in a building that dated back to the mid 1920s, the interior was in good condition. Halls, however, were noisy and crowded.

Classrooms at both sites were well lit, spacious, clean, and decorated with posters and student projects. Attractive teacher-prepared displays were prominent around the building. Computers were available and appeared to be used by the students.

STUDENT CHARACTERISTICS

Project CAP served Haitian-speaking LEP students at Prospect Heights High School and Spanish- and Haitian-speaking LEP students at George W. Wingate High School. For numbers of students at all grade levels see Table 1. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP

status. Other factors considered by the project for admission were low native language literacy and willingness to participate, as determined by personal interviews with the guidance counselor and the written permission of parents.

TABLE 1

Number of Students in Project CAP, by Site and Grade

	Grade Level				
Site	9	10	11	12	Total
George W. Wingate High School	30	56	39	10	135
Prospect Heights High School	57	42	30	28	157
TOTAL	87	98	69	38	292

Of the 292 students served, males numbered 145 (49.7 percent) and females 147 (50.3 percent). Students whose native language was Haitian numbered 267 (91.4 percent); those whose native language was Spanish numbered 22 (7.5 percent); and three students (1.0 percent) from Yemen spoke Arabic.* The project did not supply data on countries of origin. All of the participants were eligible for the free-lunch program, indicating family income at the poverty level.

Needs Assessment

Before instituting the project, Prospect Heights and George W. Wingate High Schools conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The resultant

*Percentages do not add up to 100 due to rounding.

data indicated three primary needs: (1) to provide LEP students with intensive English and native language instruction, and support services to improve their school performance; (2) to offer career development courses; and (3) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- By June 1993, participating students will demonstrate significant English language gains in listening, speaking, reading, and writing, as shown by increased scores on the Language Assessment Battery.
- By June 1993, 75 percent of participating Haitian-speaking students will demonstrate gains in Haitian native language arts by passing Haitian N.L.A. with grades of at least 65.
- By June 1993, 75 percent of participating Spanish-speaking students will demonstrate gains in Spanish reading skills as shown by El Examen de Lectura en Español (ELE).
- Seventy percent of participating students will receive satisfactory grades in the content areas of mathematics, science, and social studies.
- The program will organize at least two field trips for the targeted students to historical museums, and the United Nations, White House, etc., to increase their familiarity with American culture and citizenship.
- Seventy-five percent of participating students will show an improvement in attitude toward their native culture by attending one or more cultural events, activities, or trips.
- Seventy-five percent of participating students will demonstrate an improvement in attitude toward school by their responses on a project-developed Likert scale.
- Participating students will have a lower dropout rate than non-program students at the same school.

- All graduating students will meet with the bilingual career specialists/bilingual guidance counselor for advisement at least three times during the school year.

- The program will organize at least one career conference for students in which representatives of business and industry will present information on career options and skills requirements.

- Participating students will show the effect of the program on their attendance by having significantly higher attendance rates than those of mainstream students.

Staff Development Objectives

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

- Fifty percent of program staff members will enroll in at least one college course each semester.

Curriculum Development

- By the fourth year, the curriculum specialist will have developed or translated one subject matter oriented instructional unit for teaching E.S.L., mathematics, science, and social studies.

Parental Involvement Objective

- The proportion of program parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project CAP provided instructional and support services to 292 Haitian- and Spanish-speaking students and their families. The project's main thrust was to promote acquisition of language skills and provide content area instruction and career development activities for LEP students.

The project incorporated a strong multicultural component in the curriculum in order to foster knowledge of and appreciation for the different cultures represented by participants.

Project CAP staff developed a pamphlet describing the philosophy, goals, and design of the project in Haitian and Spanish and disseminated it to parents, school staff, and others.

Project CAP offered parental involvement and in-service staff development activities. The project also provided reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project CAP offered E.S.L. and native language arts (N.L.A.) at literacy to advanced levels. Instruction stressed bilingual methodologies initially in the content areas (subject material was presented first in the native language and repeated in English). This enabled students to acquire concepts more rapidly as they practiced emerging skills in English, and, as the year progressed, teachers made the transition to greater use of English in instruction through E.S.L. methodologies.

Teachers of participating students used a variety of strategies and techniques, including peer tutoring, cooperative learning, individualized instruction, and dramatization of subject matter. Computers supplemented classroom instruction.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

As Title VII funding decreased ten percent each year, the Board of Education of the City of New York increased its support, and after the fifth year of Title VII funding, the Board will assume total responsibility. In addition, counseling and resources will continue to be provided by state and local funding.

Staff Qualifications

Title VII staff. The project director, one resource specialist, and two paraprofessionals were fully funded by Title VII, and another resource specialist was funded part-time. For their degrees and language proficiency, teaching or communicative*, see Table 2.

TABLE 2

Project Staff Qualifications

Position Title	Degree(s)	Language Proficiency	
Project Director	M.S.	Haitian/French	TP
Resource Specialist	B.S.	Haitian/French	TP
Resource Specialist	B.S.	Haitian/French	TP
Paraprofessional	H.S.	Haitian/French	N.S.[a]
Paraprofessional	H.S.	Haitian French	N.S. CP

[a]N.S. = Native Speaker.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The project director's responsibilities included the supervision and coordination of activities, staff selection and training, and the provision of evaluation data. The director had more than 14 years' experience in teaching LEP students.

The resource specialists' responsibilities were to assist classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help in the planning of activities for parents of participating students, and select instructional material. They also taught two periods a day. They maintained regular contact with teachers as a way of keeping abreast of the students' needs and progress, and worked with students who were having difficulties. They also maintained ongoing contact with project students' parents via mail and telephone as a way of encouraging parental involvement.

Each of the paraprofessionals had experience in bilingual education and some college education.

Other staff. Tax-levy funds paid the salaries of 27 classroom teachers, two bilingual grade advisors, and one licensed counselor who provided services to project students. (For degrees, certifications, and language proficiency, see Table 3.)

TABLE 3

Qualifications of Non-Title VII Staff

Position Title	Degrees	Certification	Language Proficiency
Teachers 27	Ph.D. 1	E.S.L. 7	Haitian TP 17
Bil. Grade Advisors 2	Master's 25	Spanish 2	Spanish TP 7
Guidance Counselor 1	Bachelor's 4	Haitian 5	French TP 13, CP 5
		Mathematics 7	
		Science 4	
		Soc. Studies 4	
		Counseling 1	

Teachers had between one and eight years of experience in teaching LEP students. All teachers held high school certification in the subject area they taught.

Staff development. The project provided Tittle VII staff members tuition assistance for college courses in E.S.L. or bilingual education. Teachers of participating students attended a series of monthly and/or weekly activities sponsored by the foreign language department. Workshops focused on E.S.L. as well as Haitian and Spanish language activities.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Student had a mean of 6.5 years (s.d.=2.3) of education in a non-English-speaking school system and 2.0 years (s.d.=1.8) of education in the United States. The median time students participated in Project CAP was 20 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Except for the bilingual Haitian social worker at Prospect Heights High School, the S.B.S.T. had no members bilingual in Spanish or Haitian. Other staff translated as necessary.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered computer-assisted instruction (C.A.I.) and individualized instruction during school hours to students having difficulty in classes. Gifted and talented students were given activities which were enriching and would allow them to progress at their own pace.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a series of parental involvement activities that included workshops, E.S.L. classes, a parental advisory committee, and field trips.

Speakers from community businesses and agencies spoke at career assemblies.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Comparison of Project Group's Educational Progress with an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on the standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills in populations similar to those served by Project CAP.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective and final course grade in the absence of sufficient numbers of pre/post

scores on El Examen de Lectura en Español (ELE) to assess the Spanish N.L.A. objective. The Haitian N.L.A. and content area objectives were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and form for each subtest and total test. Grade reliability coefficients, based on LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the objectives for cultural heritage, attitude toward school, and staff awareness of pupil needs and problems, OREA developed Likert-type questionnaires which project personnel administered to all participating students and staff. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper administration of instruments.

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines in the administration manuals accompanying standardized tests. Time limits for students were adhered to; directions were given exactly as presented in the manuals.

Testing at 12-month intervals.

Standardized tests were given at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms, which were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming group should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project CAP carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OREA field consultant observed an intermediate level E.S.L. class at Prospect Heights High School. Twenty-five students were present for a lesson on the movie *Born on the Fourth of July*. The teacher began the class by handing out a vocabulary worksheet relating to parts of the movie that the students had seen the previous day. She stopped the lesson many times to ask questions, review vocabulary, and clarify scenes. The students were alert, and each had a chance to participate. The lesson was content-based and teacher-directed. The teacher reinforced the students' listening, visual, and thinking skills.

The evaluation objective for English as a second language was:

- By June 1993, participating students will demonstrate significant English language gains in listening, reading, and writing, as shown by increased scores on the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 230 students. (See Table 4.) Gains for the students at both sites were statistically significant.

The project met its objective for English as a second language; last year, the project failed to meet this objective.

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Prospect Heights	157	111	7.9	8.6	12.4	13.3	4.6	8.6	5.62*
George W. Wingate	135	119	10.8	10.9	15.9	13.4	5.1	7.6	1.27*
Total	292	230	9.4	9.9	14.2	13.4	4.8	8.1	9.07*

*$p < .05$

- Overall and at each site, Project CAP students made significant gains on the LAB.

Participants' Progress in Native Language Arts

An OREA field consultant observed an advanced level Haitian N.L.A. class of twenty students at Prospect Heights High School. The teacher presented a lesson on the impact of the French on Haitian culture. He detailed positive and negative aspects of the French influence on Haitian society today. The lesson was highly structured, although the teacher stopped many times to ask for volunteers to answer questions about content. Fewer than half of the students participated.

The project had two objectives for N.L.A.:

- By June 1993, 75 percent of participating Haitian-speaking students will demonstrate gains in Haitian native language arts by passing Haitian N.L.A. with grades of at least 65.

The project met the objective only at Prospect Heights High School and only during the spring semester, see Table 5.

The project partially met its objective for Haitian N.L.A. The project failed to meet this objective last year.

TABLE 5

Passing Grades in Haitian Native Language Arts

High School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Prospect Heights	97	74.2	97	76.3
G.W. Wingate	106	71.7	108	53.7

- By June 1993, 75 percent of participating Spanish-speaking students will demonstrate gains in Spanish reading skills as shown by El Examen de Lectura en Español (ELE).

Only George W. Wingate High School offered Spanish N.L.A. There were complete pre- and posttest score on the ELE for only 3 students. Therefore, OREA used final course grades to evaluate the objective. Of the 18 students enrolled in the fall, 94.4 percent passed; of 21 students in spring, 66.7 passed.

Project CAP partially met its N.L.A. objective for Spanish, as it had in the previous year.

LEP Participants' Academic Achievement

Teachers used Spanish or Haitian in content area classes at the beginning of the year, then gradually made the transition to English with an E.S.L. methodology. They used a wide array of strategies and techniques, including peer tutoring, C.A.I., and cooperative learning.

An OREA field consultant observed a bilingual (Haitian) physical science class at George W. Wingate High School. Twenty-one students were present for a lesson on different forms of energy. The teacher began the class by going over the "do now" exercises on the blackboard, which he used as a setting to motivate the class. The teacher spoke in Haitian but wrote in English and drew illustrations on the board. He described various forms of energy and detailed the benefits and the dangers associated with each one. He called on volunteers to answer questions. Although some students were alert and participated actively, a large number of students were disinterested and seemed tired.

The content area objective was:

- Seventy percent of participating students will receive satisfactory grades in the content areas of mathematics, science, and social studies.

At Prospect Heights High School, 70 percent or more of the students passed all content area subjects both semesters. At George W. Wingate High School, the passing rate was lower both semesters. (See Table 6.)

Project CAP partially met its objective for the content areas. The project partially met this objective in the previous year.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

One student was mainstreamed at the end of the school year previous to the one under review. Project CAP monitored the student's subsequent performance: the student enrolled in mathematics, science, social studies, and a computer class, passing every course during both semesters, except for science in the spring.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

American Culture and Citizenship

Project CAP provided a number of field trips for participants and their parents to acquaint them with various aspects of life in the United States. These trips included visits to the Lower East Side Tenement Museum, the American Museum of

TABLE 6

Content Areas Final Grades, by Site and Subject

High School	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Prospect Heights	Mathematics	138	79.7	129	72.9
	Science	104	78.8	92	76.1
	Social Studies	133	70.0	103	71.8
George W. Wingate	Mathematics	127	42.5	124	37.9
	Science	73	47.9	59	50.8
	Social Studies	119	61.3	108	37.0

- Content area course passing rates were low at George W. Wingate High School.

Natural History, the Museum of Modern Art, the Cloisters, the Ellis Island National Monument, and the Bronx Zoo. The project also invited community members as guest speakers.

Project CAP proposed the following objective for American culture and citizenship:

- The program will organize at least two field trips for the targeted students to historical museums, and the United Nations, White House, etc. to increase their familiarity with American culture and citizenship.

At Prospect Heights High School, students visited the American Museum of Natural History and the Amish Village in Pennsylvania. At George W. Wingate High School, the students visited the Ellis Island National Monument and the Brooklyn Museum.

Project CAP met its objective for American culture and citizenship. Last year, the project also met this objective.

Cultural Heritage

Multicultural education was an integral part of the curriculum and aimed to instill in each student pride in his or her own culture as well as sensitivity to the cultures of others. The project arranged a series of trips with multicultural themes to the Brooklyn Museum, Ellis Island, and the Lower East Side Tenement Museum. Prospect Heights High School organized three dinner meetings for parents, a Haitian-Latino dance party, and a multicultural picnic trip to Bear Mountain. George W. Wingate High School held a health and nutrition fair and an international dinner show where students performed native dances. Haitian students celebrated Haitian

Flag Day with presentations that included dances, poetry readings, and singing.

The project proposed one objective for growth in cultural pride:

- Seventy-five percent of participating students will show an improvement in attitude toward their native culture by attending one or more cultural events, activities, or trips.

All project students at Prospect Heights and George W. Wingate High Schools celebrated Haitian Flag Day, performed Latino dances at assemblies, and attended trips mentioned previously.

The project met the cultural heritage objective, as it had done last year.

Attitude Toward School

The evaluation objective for attitude toward school was:

- Seventy-five percent of participating students will demonstrate an improvement in attitude toward school by their responses on a project-developed Likert scale.

OREA-developed student surveys were used by the project to measure interest in continuing education beyond the twelfth grade.

Data were available for 65 students, all of whom indicated an improvement in attitude towards school.

Project CAP met its objective for improved attitude toward school.

Career Development

The project proposed two objectives for career development:

- All graduating students will meet with the bilingual career specialists/bilingual guidance counselor for advisement at least three times during the school year.

The bilingual counselor met with all graduating students at least three times

during the school year. In addition, the counselor reviewed the records of graduating students to ensure that they had met all requirements for graduation and scheduled follow-up interviews.

The project met its objective for guidance and counseling, as it had last year.

- The program will organize at least one career conference for students in which representatives of business and industry will present information on career options and skills requirements.

The project participated in a Career Week event organized by the schools. During this week, professionals from the medical field, the media, engineering, and the hotel industry came to speak to the students about career opportunities and requirements.

As it had done last year, Project CAP met its career conference objective.

Grade Retention

Project CAP did not propose any objectives for reducing grade retention. Eighty-six participating students (29.5 percent) were retained in grade. This represented an increase over the previous year, when 18 project students (4.9 percent) were retained in grade.

It is probable that the high retention rate was caused by the lack of education in the country of origin. Newly arrived students from Haiti, in particular, lacked previous schooling and may have been functioning at a pre-literacy level in their native language despite being old enough to be admitted to high school. Also, at the time data were submitted to OREA, these grade retention figures were tentative, and the resource specialist explained that adjustments were to be made depending on final grades.

Dropout Prevention

Project CAP proposed the following dropout prevention objective:

- Participating students will have a lower dropout rate than non-program students at the same school.

At Prospect Heights High School, no project students dropped out. This represented a decrease over the previous year's 0.7 percent. The schoolwide dropout rate was 8 percent.

No project students dropped out at George W. Wingate High School. The schoolwide dropout rate was seven percent.

Project CAP met its objective for dropout prevention, as it had in the previous year.

Attendance

The bilingual guidance counselor interviewed project students who showed poor attendance to determine causes and discuss possible solutions. Targeted students were referred to dropout prevention programs such as the *N.Y.U. Stay-in-School Partnership.*

The project had one attendance objective:

- Participating students will show the effect of the program on their attendance by having significantly higher attendance rates than those of mainstream students.

Prospect Heights High School's attendance rate for project students was 95.5 percent, based on 155 students. The schoolwide attendance rate was 83 percent. Project students' attendance was 12 percent higher and significantly better ($p < .05$) than that of mainstream students.

The attendance rate for project students was 94 percent at George W. Wingate High School, based on 136 students. The schoolwide attendance rate was 82 percent. Project students' attendance was 12 percent higher and significantly better ($p<.05$) than that of mainstream students and was also up from the previous year's 91.2 percent.

The project met its attendance objective, as it had done in the previous year.

Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Students showing ability in mathematics and science were offered advanced courses and were asked to tutor other students. Enrichment activities that allowed students to progress at their own pace were offered in all curriculum areas.

Enrollment in Post-secondary Education Institutions

Twenty students of the possible 38 seniors (52.6 percent) indicated they would be enrolling in post-secondary educational institutions upon graduation. In the previous year, 38 of the 71 graduating students (53.5 percent) planned to enroll in college.

CASE HISTORY

M.P. entered Project CAP in September of 1992, having just emigrated from Haiti. M.P. was weak academically, not only because of her lack of English skills but because of her poor skills in her native language. After joining Project CAP, her performance increased significantly. She quickly exited the dual literacy program, although she continued in E.S.L. Her skills in mathematics improved so rapidly that

she became one of the top ten students in her class. Eager to learn and very motivated, M.P. made the honor roll list for students scoring 90 and above in N.L.A.

STAFF DEVELOPMENT OUTCOMES

The project proposed two staff development objectives:

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

OREA-developed staff surveys were used by the project to assess the increase in awareness of pupil needs and problems. Of the 23 teachers surveyed, 21 (91.3 percent) indicated an increase in awareness of pupil needs and problems.

The project met its objective for staff awareness of pupil needs and problems. Last year, OREA had been unable to evaluate this objective.

- Fifty percent of program staff members will enroll in at least one college course each semester.

Three of the five Title VII-funded staff (60 percent) enrolled in college courses in the fall and spring semesters.

Project CAP met its staff development objective for enrollment in college courses, as it had done last year.

CURRICULUM DEVELOPMENT

The project had one curriculum development objective:

- By the fourth year, the curriculum specialist will have developed or translated one subject matter oriented instructional unit for teaching E.S.L., mathematics, science, and social studies.

The curriculum specialist adapted instructional units in mathematics, social

studies, science, E.S.L., and N.L.A.

As it did last year, Project CAP met its objective for curriculum development.

PARENTAL INVOLVEMENT OUTCOMES

Project CAP offered workshops and field trips to parents of participating students. The project also offered courses to parents in E.S.L. and basic mathematics in the fall at Prospect Heights High School and in the spring at George W. Wingate High School. Project CAP established a Parents Advisory Committee (PAC), which met once a month. It also organized Parent-Teacher Association (P.T.A.) meetings for parents of participating students.

Project CAP attempted to involve parents by advertising its activities on bulletin boards and sending notices of activities to parents in their native language. Telephone calls to parents were also made.

Project CAP proposed one parental involvement objective:

- The proportion of program parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students parents who participate in this activity.

Prospect Heights High School reported that project parents' attendance rate (35 percent) was slightly higher than that of parents of mainstream students (32 percent).

The project director reported that the proportion of project parents who participated in Open School Day/Evening at George W. Wingate High School was 10 to 15 percent lower than that of mainstream students' parents.

The project partially met its parental involvement objective.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project CAP met its objectives for E.S.L., American culture and citizenship, cultural heritage, attitude toward school, career development, dropout prevention, attendance, staff development, and curriculum development. The project partially met its objectives for Spanish and Haitian N.L.A., parental involvement, and content area courses.

Project CAP students showed gains in English as measured by the LAB but only partially met its instructional objectives. The project director plans to place greater emphasis on supplementary computer instruction and peer tutoring in the future, and will initiate staff development in C.A.I.

Project services increased students' awareness of the importance of education. The attendance rate of participating students was higher and the dropout rate lower than that of the mainstream population.

Teachers attended graduate courses to increase their knowledge of bilingual education. A survey of teachers and project staff indicated that they had increased their awareness of pupil needs as a result of project activities.

There will be increased effort in the coming year to involve parents in the various activities available to them. The project expects to carry out a needs assessment to ascertain specific activities desired by parents and obtain suggestions for remediation of problems that resulted in poor attendance in the year under review.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project CAP were curriculum development, field trips, and staff development. Quantitative data, reports of observers, and the feedback from those administering the program attested to the strength shown in these areas.

Least effective components were the instructional and parental involvement components. Although classroom observations in Spanish and Haitian N.L.A. indicated lively discussions and genuine interest, additional effort will have to be made in this area. While most projects find that parental involvement is generally less effective than other areas of programming, remedial action can and should be taken to improve it.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Attempt to increase passing rates in Haitian and Spanish N.L.A. as well as the content area courses by using techniques such as small group and individual instruction and peer tutoring, and offering more materials to accommodate students' different learning styles.

- Stimulate parent participation by offering more activities in the evenings and on weekends, and possibly holding some activities at alternate sites closer to the homes of participants.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
9	Modern American English	Robert J. Dixon	Regents Publishing Co.	1993
9-10	Intercom 2000. Book 1 & 2	Espeseth & Bixty	Heinle & Heinle	1992-93
9-10	Writing Workbook	Jann Huizenga & Maria Thomas-Ruzic	Scott, Foresman & Little Brown Higher Education	1991
9	Beginner's Workbook	Patricia E. Zevin	Oxford University Press	1988
9	English Step by Step with Pictures	Ralph Boggs, Robert Dixon	Prentice Hall, Regents	1991
9-10	Intermediate workbook	Jill Wagner	Oxford	1988
9-12	In Contact, On Target, In Charge	Purpusa & Pinkley	Scott, Foresman	1993

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
9-12	Mèt Larouzé	Jacques Roumain	Bon Nouvel	*
9-12	Dyakout 1,2,3,4	Felix-Morisseau Leroy	Haitian Publication (FIC)	1988
9-12	Map Li ak Kè Kontan	Komité Edikasyon Karitas	Henry Deschamps Collection (FIC)	*
9-12	Gramè Kréyol, 4e Ané	Komité Edikasyon Karitas	Henry Deschamps (FIC)	*
9-12	Gramè Kréyol, Liv Elèv	Komité Edikasyon Karitas	Henry Deschamps (FIC)	*
9-12	Tonton Matan Tonton Luben	Komité Edikasyon Karitas	Henry Deschamps (FIC)	*
9-12	Byen Gryé	Komité Edikasyon Karitas	Henry Deschamps (FIC)	*
9-12	Kréyol 5e-6e Ané Liv	Komité Edikasyon Karitas	Henry Deschamps (FIC)	*
9-12	Jewografi ak Istwa Dayiti 4e Ané Anakaona	Metelus	Haitiana Publisher	*

*Information not submitted

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APPENDIX A

Instructional Materials, cont'd.

Content Areas

Grade	Title	Author	Publisher	Date of Publication
9-10	Jéwométri pwoblèm 5e Ané	Komité Edikasyon Karitas	Haitiana Publisher	*
9	Map fò nan Matématik 2e Ané	FIC	Haitiana Publisher	*
9-10	Fundamentals of Mathematics Volume One	Petruzillo & Williams	Barron's Educational Series Inc.	1982
9-10	RCT Mathematics Revised	John Allasio	West Sea Publishing Co.	1989
9	Fundamentals of Mathematics Volume two	Petruzillo & Williams	Barron's Educational Series Inc.	1991
9-10	Holt General Science	Ramsey, Gabriel, Phillips, Watenpaugh	Holt, Rinehart and Winston	1983
9-12	Biology, A Comprehensive text for N.Y. State	Schraer/stoize	Cebco standard Publishing	1983
10-11	Chemistry, the Study of Matter	Henri Dorin	Cebco standard Publishing	1982
9	Earth Science	Pau & Kieper	Prentice Hall	1989
10-11	Concepts in Chemistry	Arthur W. Greenstone	Harcourt Brace	1970
11-12	Biology and Human Progress	Charle Tauzer	Prentice Hall	1986
9-10	Physical Science	Dean Hurd	Amsco School Publishing Inc.	1988
9	Ninth Grade Physical Science Creole	H. Carl McCall	Board of Education, N.Y.C. Public Schools	1992
9-10	African History, Culture and People 3rd Edition	Harold E. Hammond	Globe/Modern Curriculum Press	1985
9	Adventures in American Literature	Fuller Kiunick	Hartcourt, Brace and World	1963
10-12	Global Studies, Civilization of the Past and Present	Henry Brun	Amsco School Publishing Inc.	1988
9-10	Istwa jénéral Prémyé Pati	N.Y.C. Public Schools Board of Education	Board of Education	1992
10	American History	Irving L. Gordon	Amsco School Publishing Inc.	1989
9-11	Africa	Laurence Pauline	Globe Book Co.	1991
9	Syans Fisik	Carl N. Pau	Needham	1989

*Information not submitted

APPENDIX B

Class Schedules

10th Grade

Days	Period	Subject
M-F	8:45 - 9:20	English 4 E.S.L.
M-F	9:20 - 9:55	Keyboarding 1
M-F	9:55 - 10:30	Global History
M-F	10:35 - 11:05	Mathematics Fundamental 2
L U N C H		
M-F	11:40 - 12:15	E.S.L. 2
M-F	12:15 - 12:50	Haitian Creole 2
M-F	12:50 - 1:25	Biology E.S.L.
M-F	1:25 - 2:05	Physical Education

12th Grade

Days	Period	Subject
M-F	8:45 - 9:20	English 6 E.S.L.
M-F	9:20 - 9:55	Reading Comprehension
M-F	9:55 - 10:30	U.S. History & Government
M-F	10:30 - 11:05	E.S.L. 6
L U N C H		
M-F	11:40 - 12:15	Sequential Mathematics
M-F	12:15 - 12:50	Haitian Creole 4
M-F	12:50 - 1:25	Physical Education
M-F	1:25 - 2:05	Computer Science

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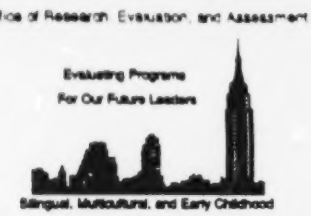
APPENDIX C

LIKERT SCALES


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Staff Awareness
Spring 1993

55
1 2

Program: **Project CAP-HC**

Directions:	Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project CAP-HC, to what degree have you become **more aware** of students' needs?

Not more aware at all |__|__|__|__|__| Extensively interested
1 2 3 4 5

☐ 3

2. Since participating in Project CAP-HC, to what degree have you become **more aware** of students' problems?

Not more aware at all |__|__|__|__|__| Extensively interested
1 2 3 4 5

☐ 4

3. What is your overall assessment of the project?

Poor quality |__|__|__|__|__| Superior quality
1 2 3 4 5

☐ 5

4 List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

_____

Thank you very much for your assistance.

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BROOKLYN, N.Y. 11201
(718) 935-3790

Office of Research, Evaluation, and Assessment

Student Assessment
Spring 1993

Program: **Project CAP-HC**

14
1 2

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Project CAP-HC helped me keep in closer contact with my culture.

Did not help me at all	|__|__|__|__|__| 1 2 3 4 5	Helped me a lot	3

2. By keeping in contact with my culture, I will learn more about myself.

Not true at all	|__|__|__|__|__| 1 2 3 4 5	Very true	4

3. How has Project CAP-HC changed the way you feel about your heritage?

I feel worse about it	|__|__|__|__|__| 1 2 3 4 5	I feel better about it	5

4. Because of Project CAP-HC, I am more interested in continuing my education next year.

I am **NOT** more interested	|__|__|__|__|__| 1 2 3 4 5	I am much more interested	6

5. Project CAP-HC has helped me to do better in school.

Did not help me at all	|__|__|__|__|__| 1 2 3 4 5	Helped me a lot	7

6. Project CAP-HC has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	|__|__|__|__|__| 1 2 3 4 5	Helped me a lot	8

Thank you for completing this form.